

HEALTH EDUCATION - Healthy family relationships are critical to maintaining the family unit that historically has been considered the fabric of society. While parents are the primary source from whom children learn skills to act responsibly in relationships, the community and school play supportive roles. Individuals who are confident in their knowledge of themselves and the relationships and interactions within families and other interdependent groups, and who are able to apply skills of developing and maintaining healthy relationships are better able to participate in a healthy family life, to nurture and support others, and to successfully manage their changing life responsibilities.		
End of Primary	4th Grade	5th Grade
Personal Wellness – Personal wellness embodies individual well-being which incorporates physical, social, mental and emotional health.		
<i>PL-P-1.1.1</i> <i>Students will identify effective verbal and non-verbal social interaction skills that promote responsible and respectful behavior (e.g., identifying emotions, listening, cooperation, etiquette, politeness, communication, sharing, empathy, following directions, and making friends).</i>	<i>PL-E4-1.1.1</i> <i>Students will identify and explain effective verbal and non-verbal social interaction skills that promote responsible and respectful behavior (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions, and making friends).</i>	<i>PL-E5-1.1.1</i> <i>Students will identify and explain effective verbal and non-verbal social interaction skills that promote responsible and respectful behavior (e.g., identifying emotions, listening, cooperation, communication, sharing, empathy, following directions, and making friends).</i>
PL-P-1.1.2 Students will identify problem solving, conflict resolution, and communication skills (e.g., self-esteem, self-control, work and play collaboration, empathy, caring, forgiveness/reconciling, asking for help, empathy, caring, active listening, positive interventions) that promotes positive social interactions.	PL-E4-1.1.2 Students will explain how problem solving, conflict resolution, and communication skills (e.g., self-esteem, self-control, work and play collaboration, empathy and caring, asking for help, forgiveness/reconciliation, how to apologize, active listening, positive interactions, anger management, standing up for one's rights) can be used to promote positive interactions.	PL-E5-1.1.2 Students will identify and explain effective strategies for responding to conflict, peer pressure and bullying (e.g., fairness, compromise, standing up for one's rights, anger management, problem-solving, refusal skills, communication).
<i>PL-P-1.1.3</i> <i>Students will identify ways that growth and development are unique to each person.</i>	<i>PL-E4-1.1.3</i> <i>Students will describe physical, social, and emotional changes that occur during preadolescence.</i>	<i>PL-E-5-1.1.3</i> <i>Students will compare and contrast physical, social, and emotional changes that occur during preadolescence.</i>
<i>PL-P-1.1.4</i> <i>Students will identify the body changes (i.e., elevated heart rate, respiration, perspiration) that occur during physical activity.</i>	<i>PL-E4-1.1.4</i> <i>Students will identify body changes (i.e., elevated heart rate, respiration, perspiration) that occur during physical activity.</i>	<i>PL-E5-1.1.4</i> <i>Students will explain how body changes (i.e., elevated heart rate, respiration, perspiration) occur during physical activity.</i>
<i>PL-P-1.1.5</i> <i>Students will describe benefits of different types of exercise.</i>	<i>PL-E4-1.1.5</i> <i>Students will list the benefits of exercise (e.g., muscular growth and development, good posture, aerobic endurance) on the body.</i>	<i>PL-E5-1.1.5</i> <i>Students will identify how exercise benefits physical development (i.e., body shape, posture, coordination, muscle development).</i>

Behavioral Choices - Behavioral choices and habits contribute to the promotion of an individual's physical health, the prevention of illnesses and diseases, and the ability to remain mentally and emotionally health.		
<i>PL-P-1.2.1</i> <i>Students will identify how diet, exercise, and rest affect the body.</i>	<i>PL-E4-1.2.1</i> <i>Students will describe how the body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.</i>	<i>PL-E5-1.2.1</i> <i>Students will explain how body systems (e.g., circulatory, respiratory, digestive) are affected by diet, exercise, and rest.</i>
PL-P-1.2.2 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, using tissues) that promote good health and prevent communicable diseases.	PL-E4-1.2.2 Students will identify and describe how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (i.e., hand washing, using tissues) promote good health and prevent communicable (i.e., cold, flu, viruses, measles) and non-communicable (i.e., heart disease, diabetes, cancer, asthma) diseases.	PL-E5-1.2.2 Students will compare and contrast the strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (i.e., hand washing, using tissues) that promote good health and prevent communicable (i.e., cold, flu, viruses, measles) and non-communicable (i.e., heart disease, diabetes, cancer, asthma) diseases.
<i>PL-P-1.2.3</i> <i>Students will describe how young children's health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.</i>	<i>PL-E4-1.2.3</i> <i>Students will explain how young children's health habits and behaviors (e.g., substance use/abuse, dietary and exercise habits) affect physical health.</i>	<i>PL-E5-1.2.3</i> <i>Students will explain how diseases and illnesses impact social and economic systems in various ways (e.g., cost of treatment vs. prevention, absences from work).</i>
PL-P-1.2.4	PL-E4-1.2.4 Students will identify some behavioral choices (i.e., tobacco, alcohol, other drug use) that result in negative consequences.	PL-E5-1.2.4 Students will identify and explain how some behavioral choices (i.e., tobacco, alcohol, other drug use) result in negative consequences to the body.
<i>PL-P-1.2.5</i>	<i>PL-E4-1.2.5</i> <i>Students will identify the use or misuse of any drug (i.e., prescriptions, over the counter medicines, tobacco, alcohol, marijuana, inhalants), which can impact health and well-being.</i>	<i>PL-E5-1.2.5</i> <i>Students will explain possible use or misuse of any drug (i.e., prescriptions, over the counter medicines, tobacco, alcohol, marijuana, inhalants), which can impact health and well-being.</i>
<i>PL-P-1.2.6</i>	<i>PL-E4-1.2.6</i> <i>Students will explain strategies for stress management (e.g., exercising, listening to music, talking to a friend).</i>	<i>PL-E5-1.2.6</i> <i>Students will explain how different strategies (e.g., exercising, listening to music, talking to a friend) may be used to reduce stress.</i>

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Italics – Supporting Content Statement

Nutrition - Nutritious foods are necessary for growth, development, and maintenance of healthy bodies.		
<i>PL-P-1.3.1</i> <i>Students will explain how nutrition has an impact on the growth and development of healthy bodies.</i>	<i>PL-E4-13.1</i> <i>Students will identify nutrients (i.e., protein, carbohydrates, fats) contained in foods that play a role in the growth and development of healthy bodies.</i>	<i>PL-E5-13.1</i> <i>Students will identify nutrients (i.e., calcium, vitamins A, C, D, water) contained in foods that play a role in the growth and development of healthy bodies.</i>
PL-P-1.3.2 Students will identify the purpose (achieving good health) of the United States Department of Agriculture Dietary Guidelines for Healthy Eating.	PL-E4-1.3.2 Students will explain the purpose (achieving good health) and recommendations of the United States Department of Agriculture Dietary Guidelines for Healthy Eating.	PL-E5-1.3.2 Students will explain how utilizing the appropriate selections from the United States Department of Agriculture Dietary Guidelines for Healthy Eating impact health, growth, and development.
Safety - Accidents are a major cause of injury and death to children and adolescents.		
<i>PL-P-1.4.1</i> <i>Students will describe personal safety strategies (e.g., seatbelts, helmets) while at school and at home.</i>	<i>PL-E4-1.4.1</i> <i>Students will identify rules and practices for dealing with health and safety hazards at home, school, and play.</i>	<i>PL-E5-1.4.1</i> <i>Students will identify and describe practices (e.g., use of seatbelts, helmets, knee and elbow pads, life vests) for dealing with health and safety hazards at home, school, and play.</i>
PL-P-1.4.2 Students will identify proper procedures to access emergency assistance. (911).	PL-E4-1.4.2 Students will explain proper procedures (i.e., calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for addressing emergency situations (i.e., choking, bleeding, fire).	PL-E5-1.4.2 Students will identify and explain proper procedures (i.e., calling 911, Heimlich maneuver, first aid) for dealing with health and safety hazards at home, school and play.

PHYSICAL EDUCATION - Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities.

Psychomotor Skills - Development of psychomotor skills contributes to the development of social and cognitive skills.

<p>PL-P-2.1.1 <i>Students will demonstrate and apply fundamental motor skills:</i> <i>Locomotor:</i></p> <ul style="list-style-type: none"> • Walking • Running • Skipping • Hopping • Galloping • Sliding • Leaping • Jumping <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> • Turning • Twisting • Bending • Stretching • Swinging • Swaying • Balancing <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> • Hitting • Kicking • Throwing • Catching • Striking • Dribbling 	<p>PL-E4-2.1.1 <i>Students will demonstrate and apply fundamental motor skills:</i> <i>Locomotor:</i></p> <ul style="list-style-type: none"> • Walking • Running • Skipping • Hopping • Galloping • Sliding • Leaping • Jumping <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> • Turning • Twisting • Bending • Stretching • Swinging • Swaying • Balancing <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> • Hitting • Kicking • Throwing • Catching • Striking • Dribbling 	<p>PL-E5-2.1.1 <i>Students will demonstrate and apply fundamental motor skills:</i> <i>Locomotor:</i></p> <ul style="list-style-type: none"> • Walking • Running • Skipping • Hopping • Galloping • Sliding • Leaping • Jumping <p><i>Nonlocomotor:</i></p> <ul style="list-style-type: none"> • Turning • Twisting • Bending • Stretching • Swinging • Swaying • Balancing <p><i>Fundamental manipulative skills:</i></p> <ul style="list-style-type: none"> • Hitting • Kicking • Throwing • Catching • Striking • Dribbling.
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<p>PL-P-2.1.3 <i>Students will explain and demonstrate the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> • <i>Body awareness (what the body is doing)</i> • <i>Space awareness (where the body moves)</i> • <i>Time (how quickly the body moves),</i> • <i>Effort (how the body moves)</i> • <i>Relationship (relationships that occur while the body moves)</i> 	<p>PL-E4-2.1.3 <i>Students will explain and demonstrate the fundamental movement concepts:</i></p> <ul style="list-style-type: none"> • <i>Body awareness (what the body is doing)</i> • <i>Space awareness (where the body moves)</i> • <i>Time (how quickly the body moves),</i> • <i>Effort (how the body moves)</i> • <i>Relationship (relationships that occur while the body moves)</i> • 	<p>PL-E5-2.1.3 <i>Students will explain with examples and apply fundamental movement concepts:</i></p> <ul style="list-style-type: none"> • <i>Body awareness (what the body is doing)</i> • <i>Space awareness (where the body moves)</i> • <i>Time (how quickly the body moves),</i> • <i>Effort (how the body moves)</i> • <i>Relationship (relationships that occur while the body moves)</i>
<p>Fitness - Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.</p>		
<p>PL-P-2.2.1 Students will identify how physical and social benefits result from regular and appropriate participation in physical activities throughout one's lifetime.</p> <ul style="list-style-type: none"> • Physical benefits: weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements • Social benefits:, positive interaction with others, respect for self and others, enjoyment, self-expression 	<p>PL-E4-2.2.1 Students will identify how physical and social benefits result from regular and appropriate participation in physical activities throughout one's lifetime.</p> <ul style="list-style-type: none"> • Physical benefits: weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements • Social benefits: positive interaction with others, respect for self and others, enjoyment, self-expression • 	<p>PL-E5-2.2.1 Students will identify and explain how physical and social benefits result from regular and appropriate participation in physical activities throughout one's lifetime.</p> <ul style="list-style-type: none"> • Physical benefits: weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory endurance, control of body movements • Social benefits:, positive interaction with others, respect for self and others, enjoyment, self-expression
<p>Lifetime Physical Wellness - Students demonstrate knowledge and skills that promote physical activity throughout their lives.</p>		
	<p>PL-E4-2.3.1 Students will identify a plan based on the FITT Principle (i.e., frequency, intensity, type, time) and components of fitness (i.e., muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance) that affect physical well-being.</p>	<p>PL-E5-2.3.1 Students will identify and describe a plan based on the FITT Principle (i.e., frequency, intensity, type, time) and components of fitness (i.e., muscular strength, muscular endurance, flexibility, body composition, cardiovascular endurance) that affect physical well-being.</p>
<p>PL-P-2.3.2 <i>Students will identify basic rules for participating in simple games and activities needed to make games fair.</i></p>	<p>PL-E4-2.3.2 <i>Students will identify and explain basic rules for participating in simple games and activities needed to make games fair.</i></p>	<p>PL-E5-2.3.2 <i>Students will identify and explain why basic rules for participating in recreational games (e.g., four-square, horseshoes, table tennis) are needed to make games fair and enjoyable.</i></p>

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Italics – Supporting Content Statement

<i>PL-P-2.3.3</i> <i>Students will identify and demonstrate rules of behavior and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</i>	<i>PL-E4-2.3.3</i> <i>Students will identify and demonstrate rules of behavior and sportsmanship for spectators and participants during games and/or activities that make them safe and enjoyable.</i>	<i>PL-E5-2.3.3</i> <i>Students will explain why rules of play, acceptable behavior, and sportsmanship for spectators and participants during games and/or activities make them safe and enjoyable.</i>
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CONSUMERISM - The wide array of products and services available, coupled with the degree of sophistication of advertising, make appropriate consumer selections difficult. Consumer skills are essential for managing personal needs and resources. Consumer decisions extend beyond self and impact the community and environment. Young adults need to know how to manage money in order to make informed financial decisions..		
Consumer Decisions/Advertising – Accessing and assessing consumer information, comparing and evaluating products and services, provides a basis for making effective consumer decisions.		
<i>PL-EP-3.1.1</i> <i>Students will identify the difference between wants and needs as it relates to consumer decisions.</i>	<i>PL-E4-3.1.1</i> <i>Students will explain the difference between wants and needs as it relates to consumer decisions.</i>	<i>PL-E5-3.1.1</i> <i>Students will explain the difference between wants and needs as it relates to consumer decisions.</i>
PL-EP-3.1.2 Students will compare a product and a service based on price, quality, and features.	PL-E4-3.1.2 Students will evaluate a product and a service based on price, quality, and features.	PL-E5-3.1.2 Students will compare and evaluate a product and a service based on price, quality, and features.
PL-EP-3.1.3 Students will identify ways advertising (e.g., TV, radio, billboards, newspapers) influences consumer's buying practices.	PL-E4-3.1.3 Students will explain ways advertising (e.g., TV, radio, billboards, newspapers, magazines) influences consumer's buying practices.	PL-E5-3.1.3 Students will identify and explain ways advertising (e.g., TV, radio, billboards, newspapers, magazines) influences consumer's buying practices.
Financial Literacy – As consumers, individuals need a knowledge base for making financial decisions impacting short and long term goals throughout one's lifetime.		
PL-EP-3.2.1 Students will describe a personal savings plan (e.g., piggy bank, local bank, savings bonds) or goal.	PL-E4-3.2.1 Students will explain the purpose of a budget and define the basic components (i.e., income, expenses, and savings).	PL-E5-3.2.1 Students will describe various types of expenses (e.g., food, clothing, entertainment) and savings (e.g., piggy bank, bank accounts, savings bonds) and describe a simple savings' plan that would achieve a specific goal.
Community & Environment – People rely on and evaluate the services and resources provided through private, public, and non-profit agencies in order to make effective consumer decisions.		
PL-EP-3.3.1 Students will identify decisions that consumers make (i.e. reducing, reusing, recycling).	PL- E4- 3.3.1 Students will identify ways consumer decisions (i.e., reducing, reusing, recycling) impact the environment.	PL-E5-3.3.1 Students will identify and explain how consumer decisions (i.e., reduce, recycle, reuse) have both short and long-term impacts on the environment (e.g., conserving resources, reducing pollution, reducing solid waste).

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<i>PL-EP-3.3.2</i> <i>Students will identify the available health and safety agencies in a community that provide services: (i.e., health department, fire department, sanitation, police, ambulance services) for its citizens.</i>	<i>PL-E4-3.3.2</i> <i>Students will describe the available health and safety agencies in a community that provide services (i.e., health department, fire department, sanitation, police, ambulance services) for its citizens.</i>	<i>PL-E5-3.3.2</i> <i>Students will identify and describe the available health and safety agencies in a community that provide services (i.e., health department, fire department, sanitation, police, ambulance services) for its citizens.</i>
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VOCATIONAL STUDIES – Awareness of careers starts in the primary grades and at the middle level more specific exploration experiences occur. The total experience through high school allows students to determine a career path that fits their interests, aptitude, and abilities, while providing strategies to prepare for a career. The basic skills, knowledge, and positive work habits for successful transition from school to postsecondary experiences and to life itself are addressed throughout a student’s educational experience.		
Academic, Career Planning, Transition - Many factors need to be considered when selecting a career path and preparing for employment.		
<i>PL-EP-4.1.1</i> <i>Students will identify reasons why people work (i.e., food, clothing, shelter).</i>	<i>PL-E4-4.1.1</i> <i>Students will explain why people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter).</i>	<i>PL-E5-4.1.1</i> <i>Students will identify why people need to work (e.g., to earn money, to work with other people) to meet basic needs (i.e., food, clothing, shelter and to provide self-satisfaction and enjoyment).</i>
<i>PL-EP-4.1.2</i> <i>Students will identify basic jobs (e.g., teacher, police officer) relating to 2 of the 14 Kentucky Career Clusters (i.e., Education, Public Service) and describe these jobs/careers.</i>	<i>PL-E4-4.1.2</i> <i>Students will identify basic jobs (i.e., farmer, nurse, truck driver) relating to 3 of the 14 Kentucky Career Clusters (i.e., Agriculture, Health Science, Transportation) and describe these jobs.</i>	<i>PL-E5-4.1.2</i> <i>Students will identify jobs (art/music teacher, carpenter, factory worker, engineer) relating to 4 of the 14 Kentucky Career Clusters (e.g., Arts & Humanities, Construction, Manufacturing, Science & Mathematics) and describe these jobs/careers.</i>
PL-EP-4.1.3 Students will identify how academic classes (e.g., reading and writing) relate to various jobs.	PL-E4-4.1.3 Students will describe how academic classes (e.g., reading and writing) relate to various jobs.	PL-E5-4.1.3 Students will explain how academic classes (e.g., mathematics, reading, writing) are needed for future success in jobs.
		PL-E5-4.1.4 Students will describe how self-knowledge (i.e., interests, abilities) is helpful when selecting and preparing for a career path.
		PL-E5-4.1.5 Students will identify resources (e.g., Career Day, guest speakers, field trips, informal personal surveys) that can be used to obtain career information.
		PL-E5-4.1.6 Students will identify information that is important to include in postsecondary and career planning (Individual Graduation Plan (IGP)) <ul style="list-style-type: none"> • Club/organizations • Recognition /honors • Interest /hobbies

Employability Skills – Positive and negative work habits/ethics impact an individual's success in school and workplace.		
PL-EP-4.2.1 Students will identify how personal responsibility and good work habits (i.e., attendance, work done on time, follow directions) are important at home, school, and/or work.	PL-E4-4.2.1 Students will describe how personal responsibility and good work habits (i.e., attendance, work done on time, follow directions) are important at home, school, and/or work.	PL-E5-4.2.1 Students will explain how and why personal responsibility and good work habits (e.g., school attendance, honesty, cooperation) are important at home, school, and/or work.
PL-EP-4.2.2 Students will identify how tasks can be completed more efficiently when team skills (e.g., cooperation, communication) are used.	PL-E4-4.2.2 Students will describe how tasks can be completed more efficiently when team skills (e.g., cooperation, communication) are used.	PL-E5-4.2.2 Students will explain how tasks can be completed more efficiently when team skills (e.g., cooperation, communication) are used.
Communication/Technology – Special skills are needed for success in schooling and in the workplace.		
PI-EP-4.3.2 Students will identify technology tools (e.g., electronic games, phones, computers) that are used in homes and schools.	PL-E4-4.3.2 Students will explain how technology tools (i.e., computer software, Internet, cellular phones) are used in homes, schools, and jobs.	PL-E5-4.3.2 Students will identify and explain how technology tools (e.g., computer programs, Internet, search engines, email, cell phones) are used in homes, schools, and jobs.